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to the Common Core State Standards

NEXT GENERATION ASSESSMENTS: WHAT TO EXPECT

March 1 (Thursday), 4 p.m. – 5 p.m. EST

Expert insight into the Next Generation Assessments and practical strategies for preparing students for success on these more rigorous assessments.

Presented by Sue Gendron, Policy Coordinator, SMARTER Balanced Assessment Consortium Senior Fellow, International Center for Leadership in Education.

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Next Generation Assessments: What To Expect

Susan Gendron
Senior Fellow
March 1, 2012

WHY?

PISA 2009

Overall Reading Scale

1	Shanghai-China	556
2	Korea	539
3	Finland	536
4	Hong Kong-China	533
5	Singapore	526
6	Canada	524
7	New Zealand	521
8	Japan	520
9	Australia	515
10	Netherlands	508
17	United States	500
20	Germany	497
21	Ireland	496
22	France	496
25	United Kingdom	494
33	Spain	481
43	Russian Federation	459
48	Mexico	425
53	Brazil	412
57	Indonesia	402

Significantly Above OECD Average
Not Significantly Different (OECD Average 493)
Significantly below OECD Average

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PISA 2009

Overall Math Scale

Significantly Above OECD Average
Not Significantly Different (OECD Average 496)
Significantly below OECD Average

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1	Shanghai-China	600
2	Singapore	562
3	Hong Kong-China	555
4	Korea	546
6	Finland	541
9	Japan	529
10	Canada	527
11	Netherlands	526
13	New Zealand	519
15	Australia	514
16	Germany	513
22	France	497
28	United Kingdom	492
31	United States	487
32	Ireland	487
34	Spain	483
38	Russian Federation	468
51	Mexico	419
57	Brazil	386
61	Indonesia	371

PISA 2009

Overall Science Scale

Significantly Above OECD Average
Not Significantly Different (OECD Average 501)
Significantly below OECD Average

1	Shanghai-China	575
2	Finland	554
3	Hong Kong-China	549
4	Singapore	542
5	Japan	539
6	Korea	538
7	New Zealand	532
8	Canada	529
10	Australia	527
11	Netherlands	522
13	Germany	520
16	United Kingdom	514
20	Ireland	508
23	United States	502
27	France	498
36	Spain	488
39	Russian Federation	478
50	Mexico	416
53	Brazil	405
60	Indonesia	383

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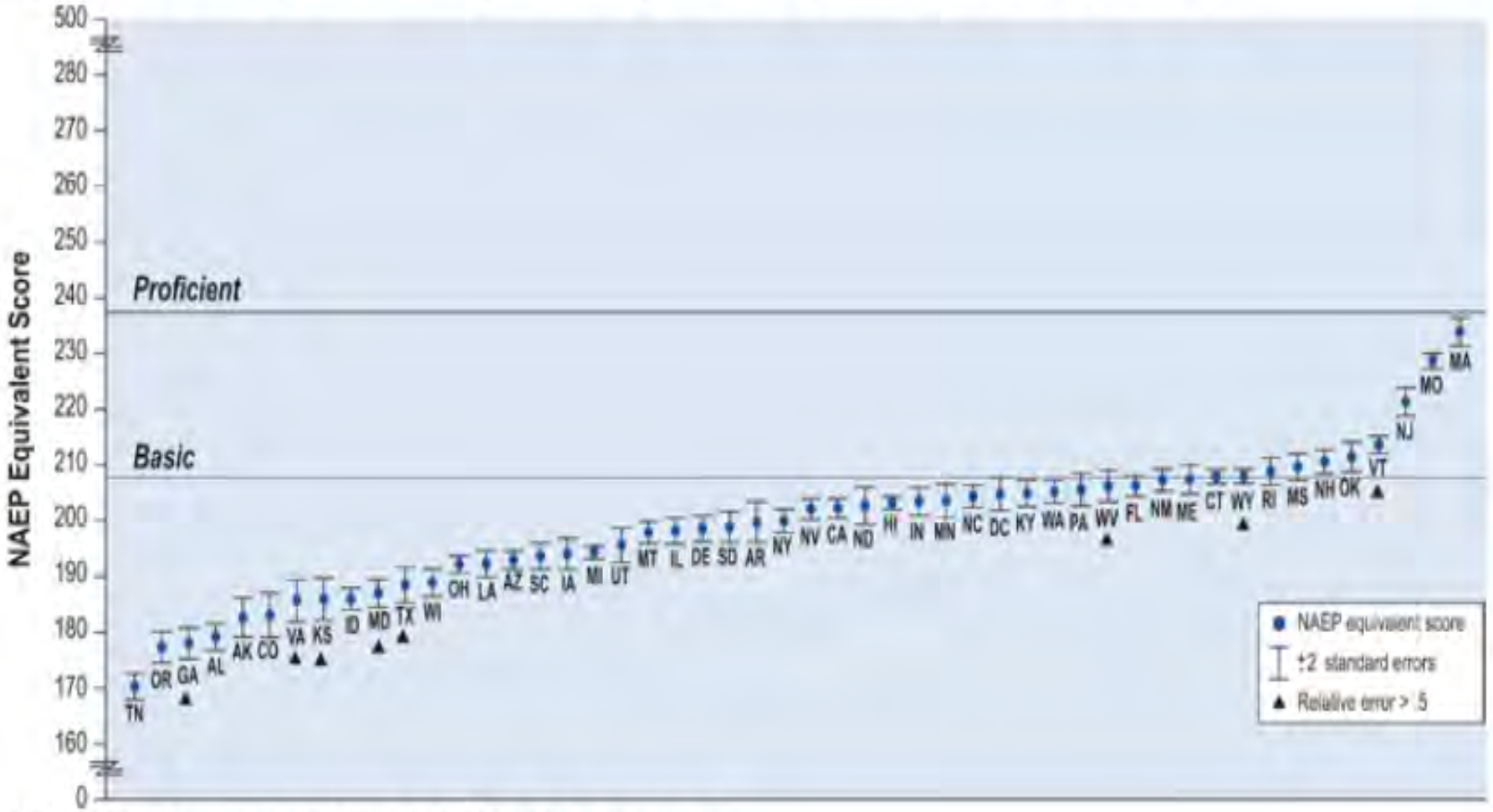
Reading Risk

Figure 2. NAEP scale equivalents of state grade 4 reading standards for proficient performance, by state: 2009



▲ Inferences based on estimates with relative error greater than .5 may require additional evidence.

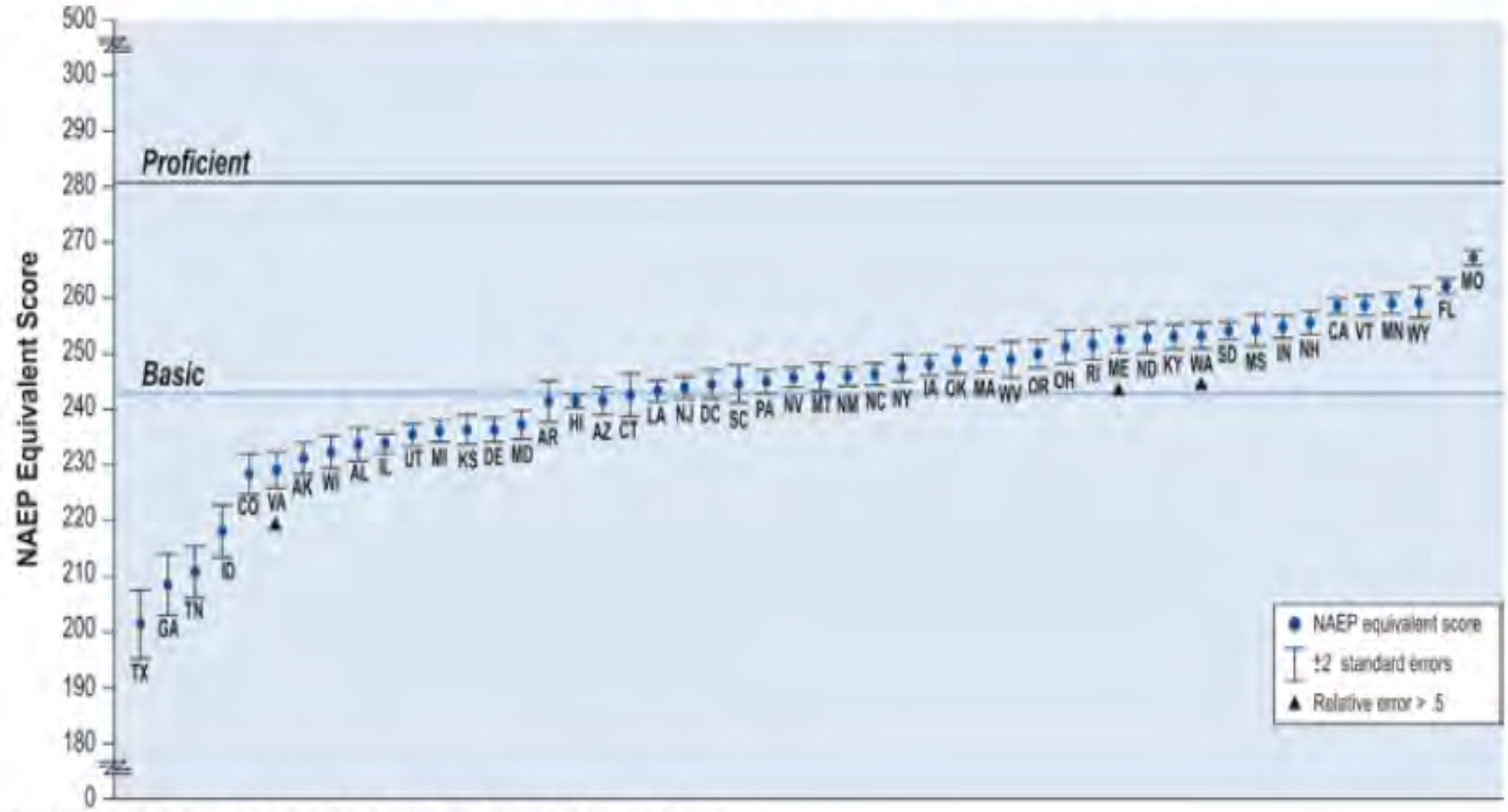
Mapping State Proficiency Standards onto NAEP Scales, IES August 2011

Proficiency
Grade 4 Reading 2009

	Proficient	Required NAEP Score
Florida	74 %	206
Massachusetts *	54 %	234
Missouri	47 %	229
New York	77 %	200
Oregon	84 %	177
Washington	73 %	205
Texas	84 %	188

Reading Risk

Figure 4. NAEP scale equivalents of state grade 8 reading standards for proficient performance, by state: 2009



▲ Inferences based on estimates with relative error greater than .5 may require additional evidence.

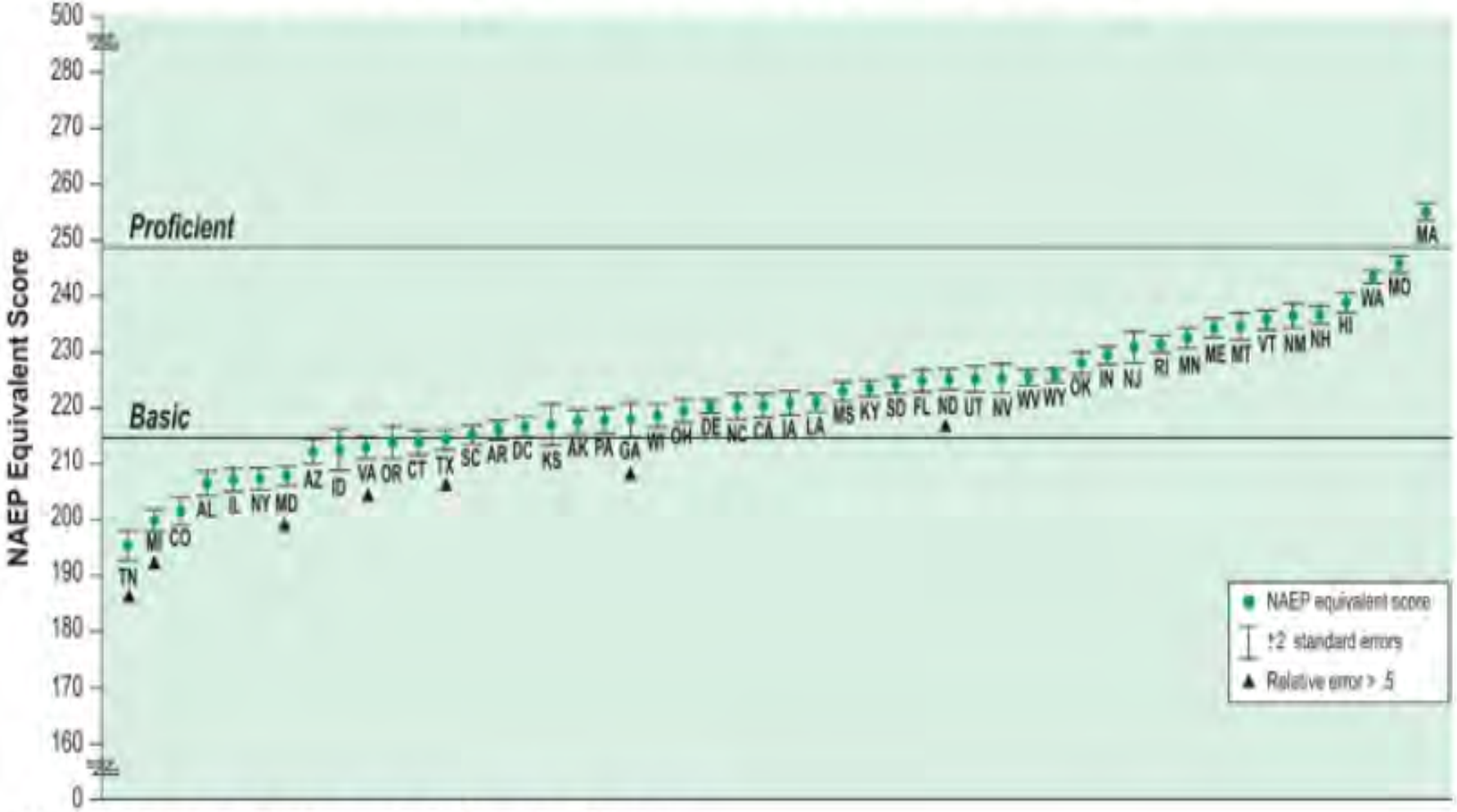
Mapping State Proficiency Standards onto NAEP Scales, IES August 2011

Proficiency
Grade 8 Reading 2009

	Proficient	Required NAEP Score
Florida	54 %	262
Massachusetts	79 %	249
Missouri *	50%	267
New York	68 %	247
Oregon	69%	250
Texas	94 %	201

Math Risk

Figure 6. NAEP scale equivalents of state grade 4 mathematics standards for proficient performance, by state: 2009



▲ Inferences based on estimates with relative error greater than .5 may require additional evidence.

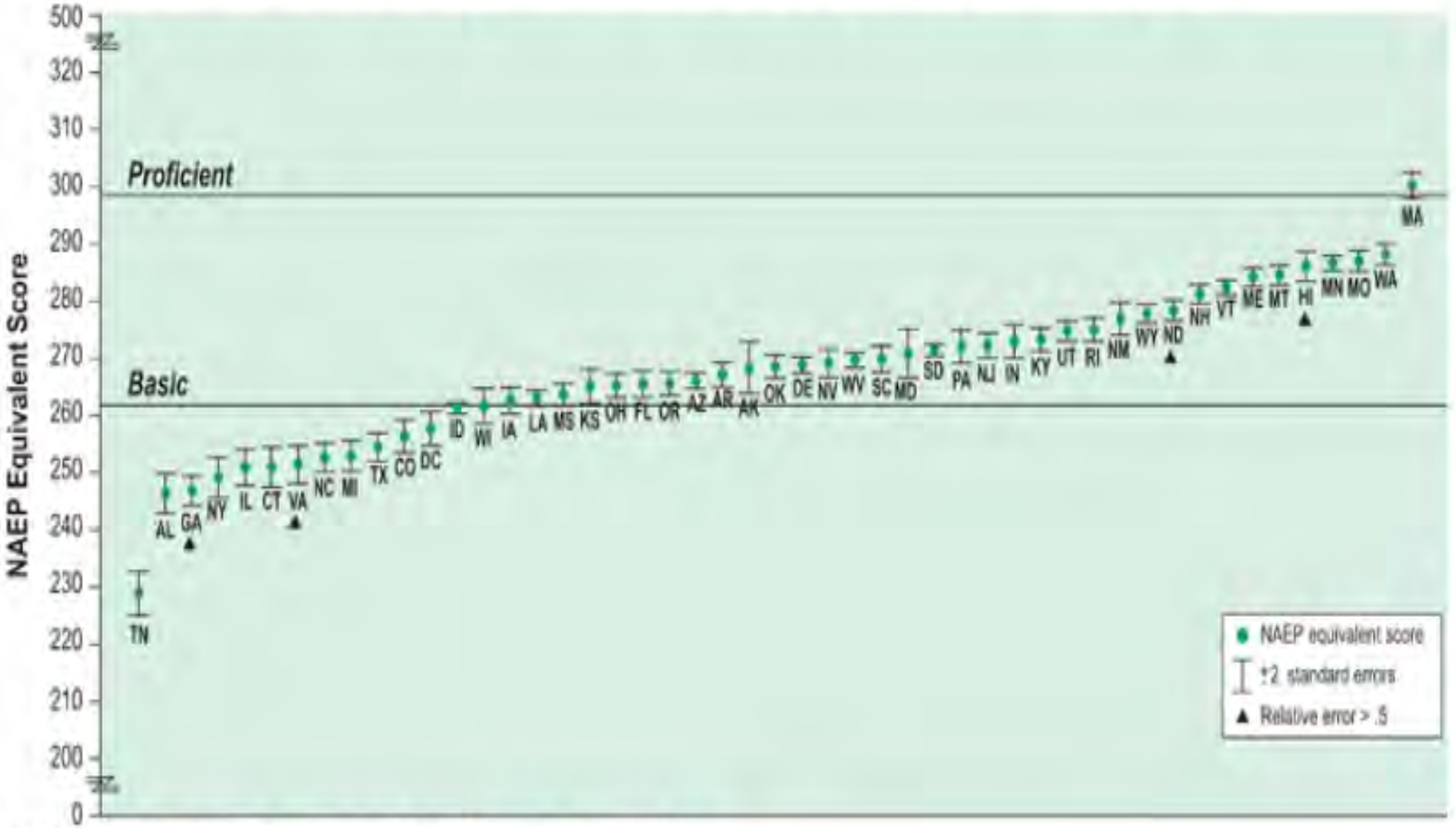
Mapping State Proficiency Standards onto NAEP Scales, IES August 2011

Proficiency
Grade 4 Mathematics 2009

	Proficient	Required NAEP Score
Florida	75 %	225
Massachusetts*	48 %	255
Missouri	45 %	246
NewYork	87 %	207
Oregon	77 %	214
Washington	52 %	243
Texas	85 %	214

Math Risk

Figure 8. NAEP scale equivalents of state grade 8 mathematics standards for proficient performance, by state: 2009



▲ Inferences based on estimates with relative error greater than .5 may require additional evidence.

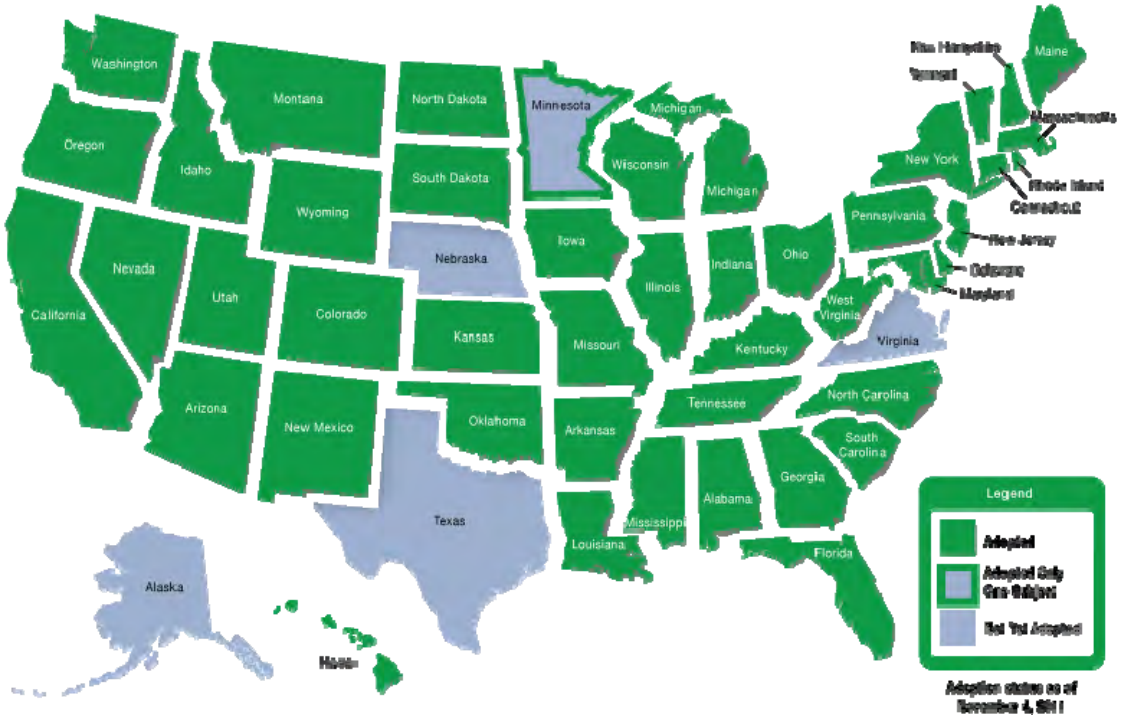
Mapping State Proficiency Standards onto NAEP Scales, IES August 2011

Proficiency
Grade 8 Mathematics 2009

	Proficient	Required NAEP Score
Florida	66 %	266
Massachusetts*	49 %	300
Missouri	47 %	287
New York	80 %	249
Oregon	71 %	266
Washington	53 %	270
Texas	83 %	254

Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; 46 states and D.C. have adopted
- Provide clear, consistent standards in English language arts/Literacy and mathematics



Source: www.corestandards.org

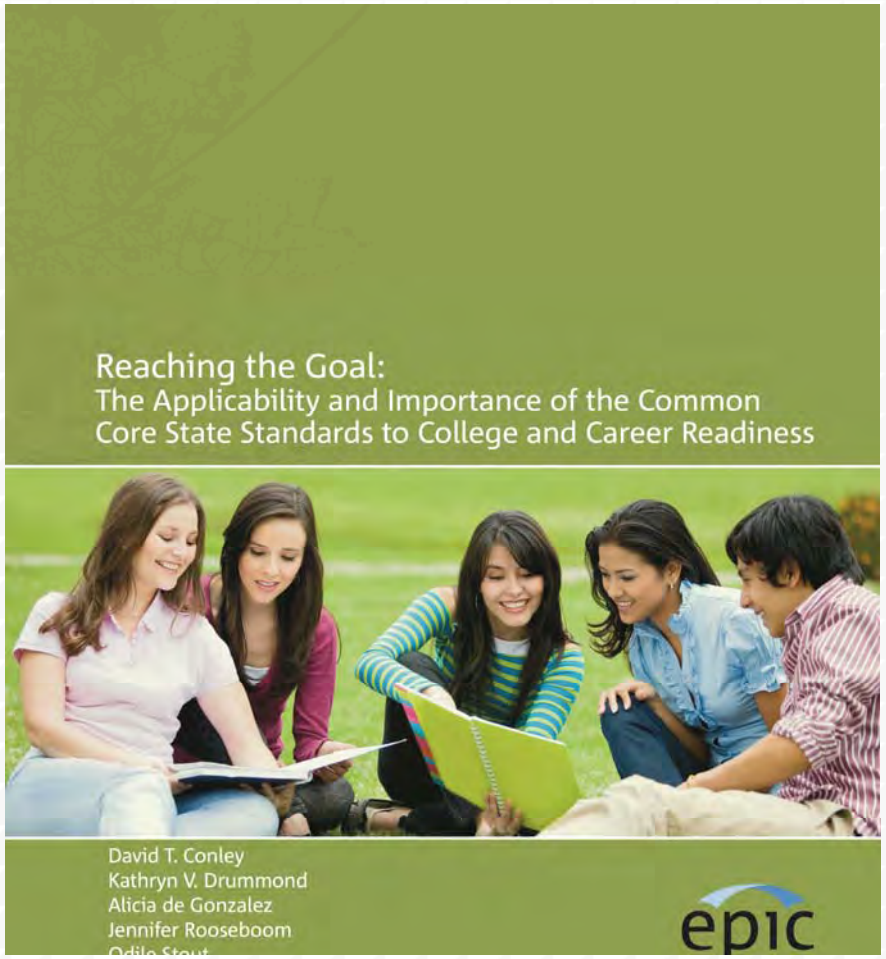
Key Advances of the Common Core

MATHEMATICS	ENGLISH LANGUAGE ARTS/ LITERACY
Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades	Balance of literature and informational texts; focus on text complexity
Procedural fluency and understanding of concepts and skills	Emphasis on argument, informative/ explanatory writing, and research
Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline	Speaking and listening skills
High school standards organized by conceptual categories	Literacy standards for history, science and technical subjects

ANCHORED IN COLLEGE AND CAREER READINESS

Common Core Research

- 1900 entry level courses
- Instructor ratings
- 25 areas, 14 general education,
- Reviewed syllabi, assignments and exams



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Key Findings

- CCSS applicable to success in a wide range of courses
- Challenge level is sufficient
- Coherent representation of knowledge necessary
- Core of knowledge is common across general education and career courses
- Career areas tend to have knowledge profiles that differ from general education

Next Generation Assessments

Summative Assessments Today

Each state procures its own assessment system	• Each state bears the burden of test development; no economies of scale
Measure proficiency against state standards, not agreed-upon standards	• Students often leave high school unprepared to succeed in entry-level college courses
Usually heavy reliance on multiple choice questions	• Poor measures of demonstration of skills and complex cognitive performance
Results often delivered months after tests are given	• Tests cannot be used to inform instruction or affect program decisions
Accommodations for special education and ELL students vary	• Difficult to interpret meaning of scores; concerns about access and fairness
Most administered on paper	• Costly, time consuming, and challenging to maintain security

The Assessment Challenge

How do we get from here...

...to here?

Common Core State Standards specify K-12 expectations for college and career readiness

All students leave high school college and career ready

...and what can an assessment system do to help?

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Next Generation Assessments

- More rigorous tests measuring student progress toward **"college and career readiness"**
- Have **common, comparable scores** across member states, and across consortia
- Provide **achievement and growth information** to help make better educational decisions and professional development opportunities
- **Assess all students,** except those with "significant cognitive disabilities"
- Administer **online,** with timely results
- Use **multiple** measures

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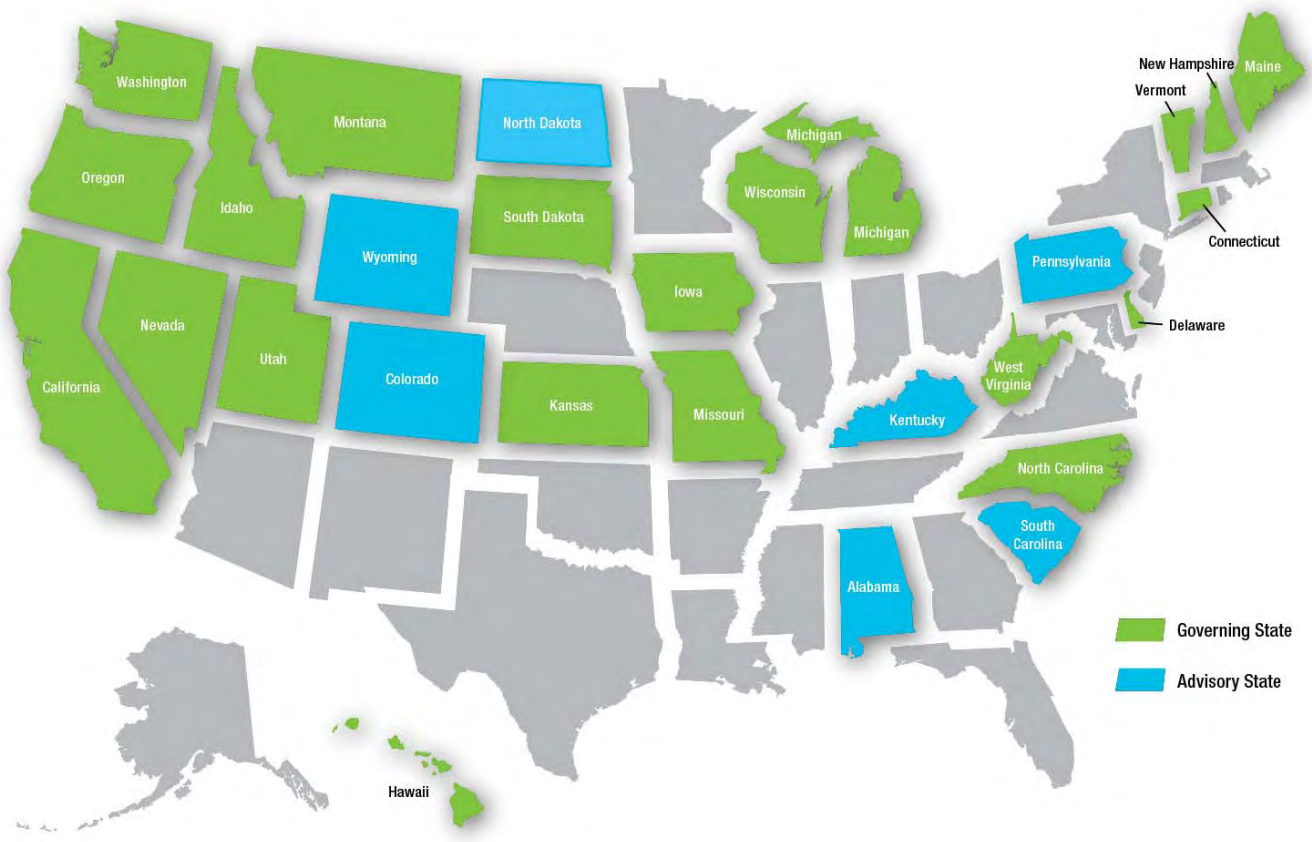
Source: Federal Register / Vol. 75, No. 68 / Friday, April 9, 2010 pp. 18171-85

Who are they and why are there two?

A National Consortium of States

- 28 states representing 44% of K-12 students
- 21 governing, 7 advisory states
- Washington state is fiscal agent



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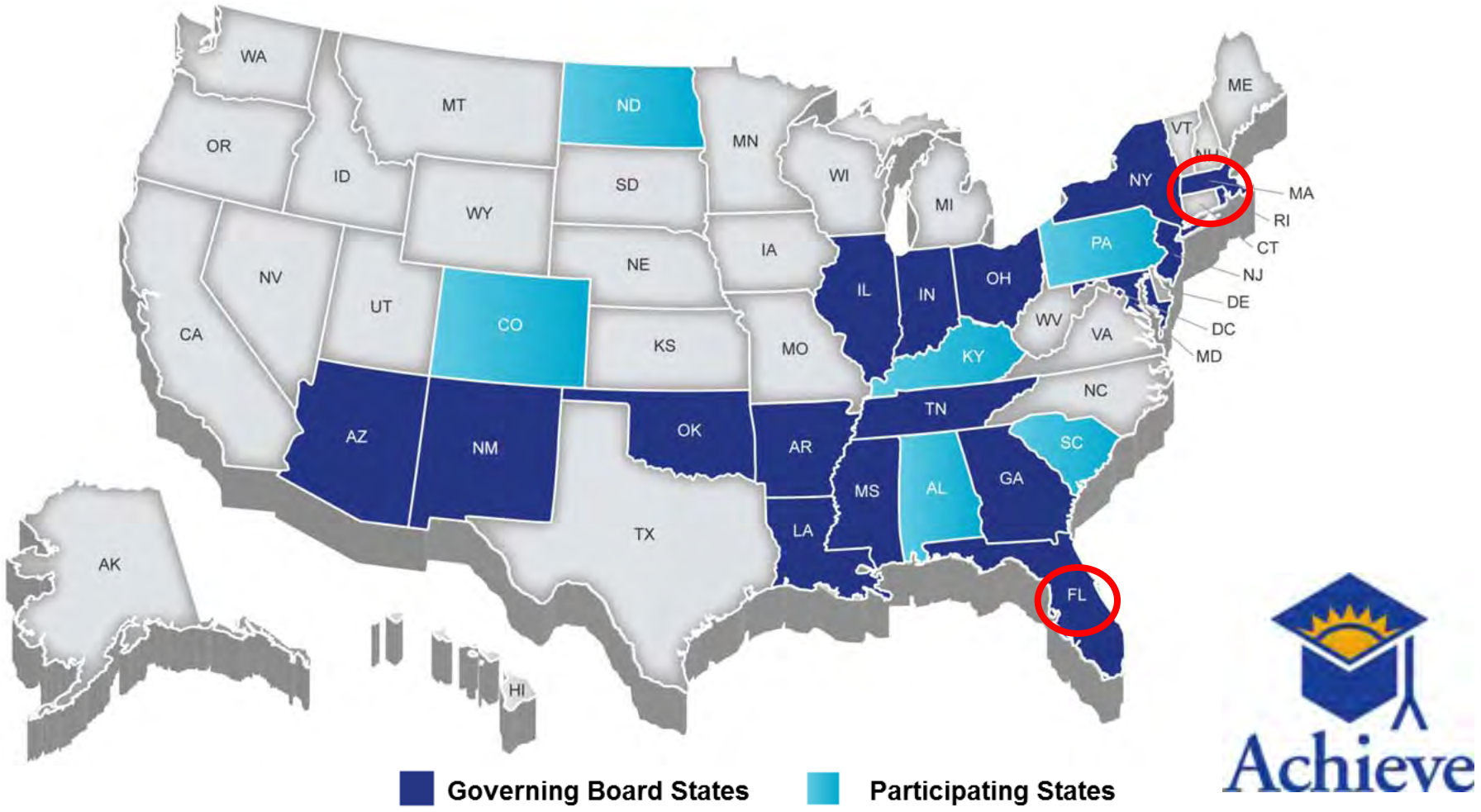
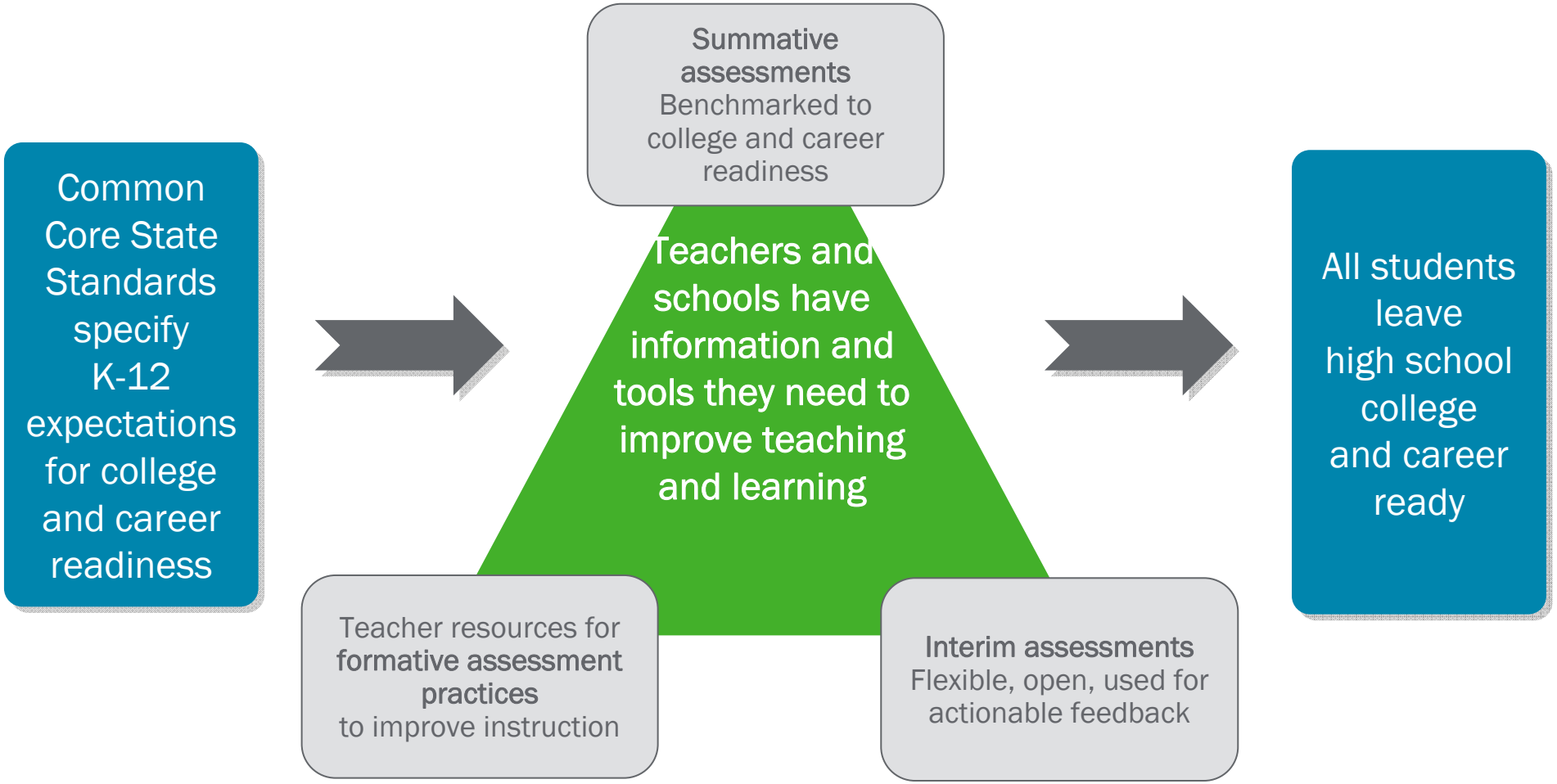
Partnership for Assessment of Readiness for College and Careers (PARCC)



Achieve

A Balanced Assessment System



Smarter Balanced Assessment Consortium

Using Computer Adaptive Technology for Summative and Interim Assessments

Faster results	• Turnaround in weeks compared to months today
Shorter test length	• Fewer questions compared to fixed form tests
Increased precision	• Provides accurate measurements of student growth over time
Tailored to student ability	• Item difficulty based on student responses
Greater security	• Larger item banks mean that not all students receive the same questions
Mature technology	• GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

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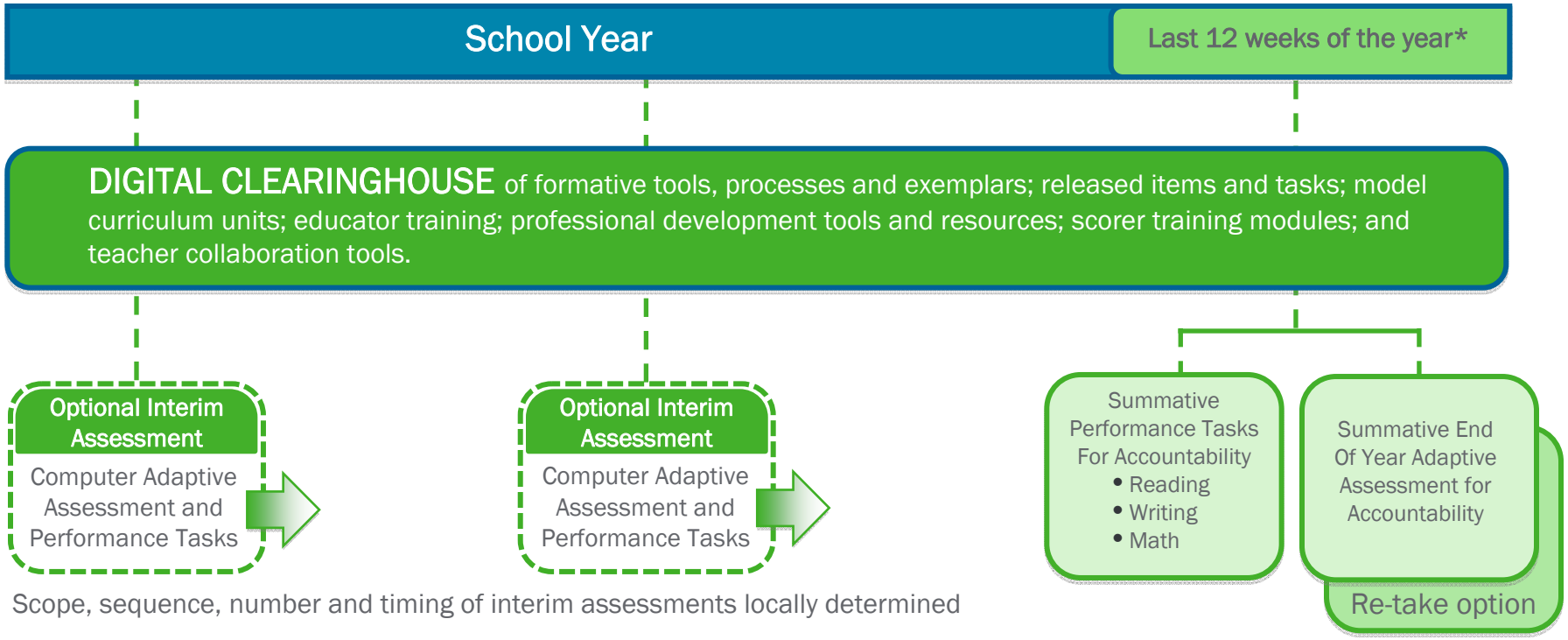
A Balanced Assessment System

English Language Arts and Mathematics, Grades 3-8 and High School



*Time windows may be adjusted based on results from the research agenda and final implementation decisions.

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Goal #1: Create High Quality Assessments

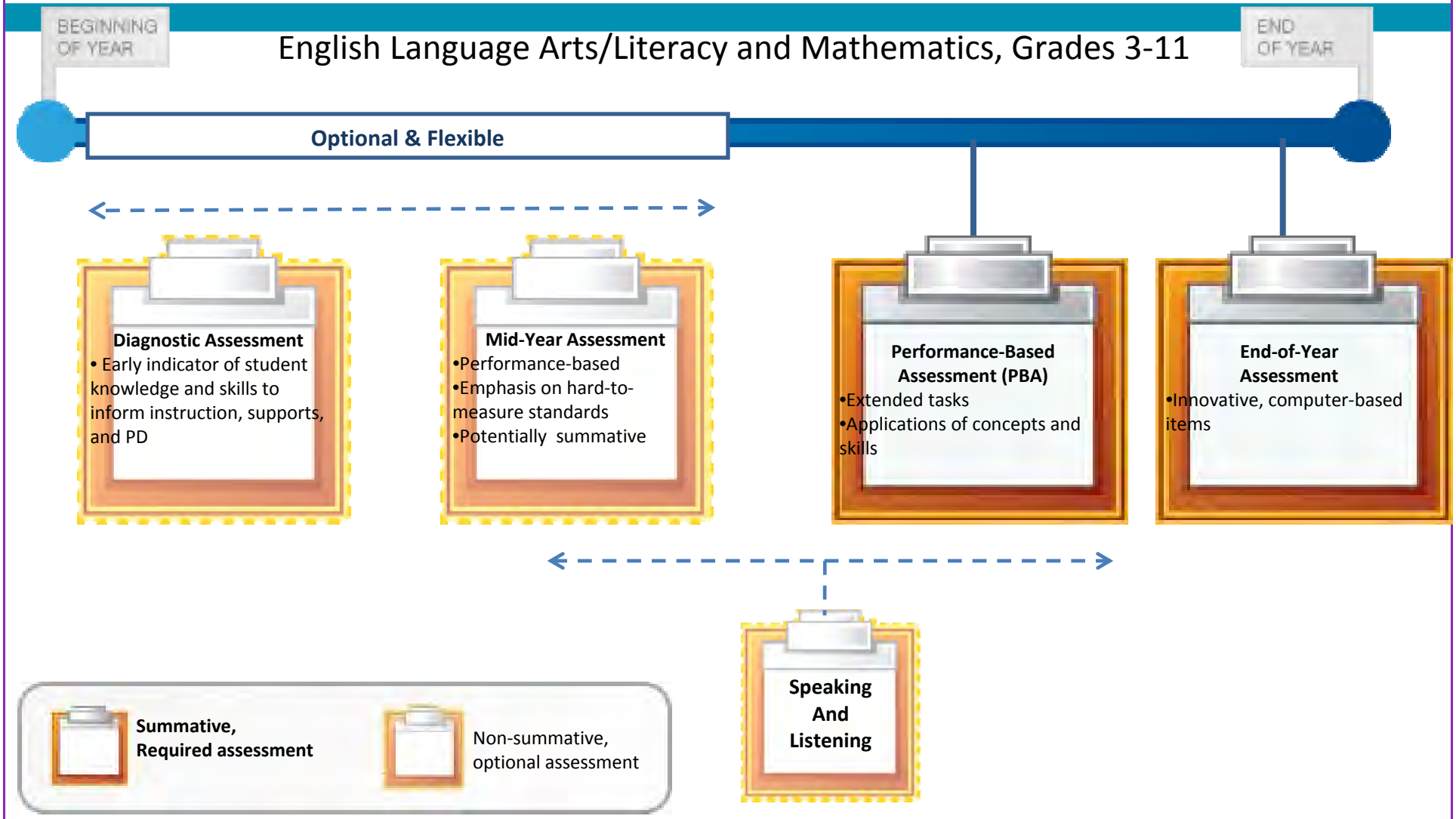
- Summative Assessment Components:
  - **Performance-Based Assessment (PBA)** administered as close to the end of the school year as possible. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools
  - **End-of-Year Assessment (EOY)** administered after approx. 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The math EOY will be comprised of innovative, machine-scorable items
- Formative Assessment Components:
  - **Early Assessment** designed to be an indicator of student knowledge and skills so that instruction, supports and professional development can be tailored to meet student needs
  - **Mid-Year Assessment** comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including as a summative component

Goal #1: Create High Quality Assessments

The PARCC assessments will allow us to make important claims about students' knowledge and skills.

- In English Language Arts/Literacy, whether students:
  - Can Read and Comprehend Complex Literary and Informational Text
  - Can Write Effectively When Analyzing Text
  - Have attained overall proficiency in ELA/literacy
- In Mathematics, whether students:
  - Have mastered knowledge and skills in highlighted domains (e.g. domain of highest importance for a particular grade level – number/ fractions in grade 4; proportional reasoning and ratios in grade 6)
  - Have attained overall proficiency in mathematics

Goal #1: Create High Quality Assessments



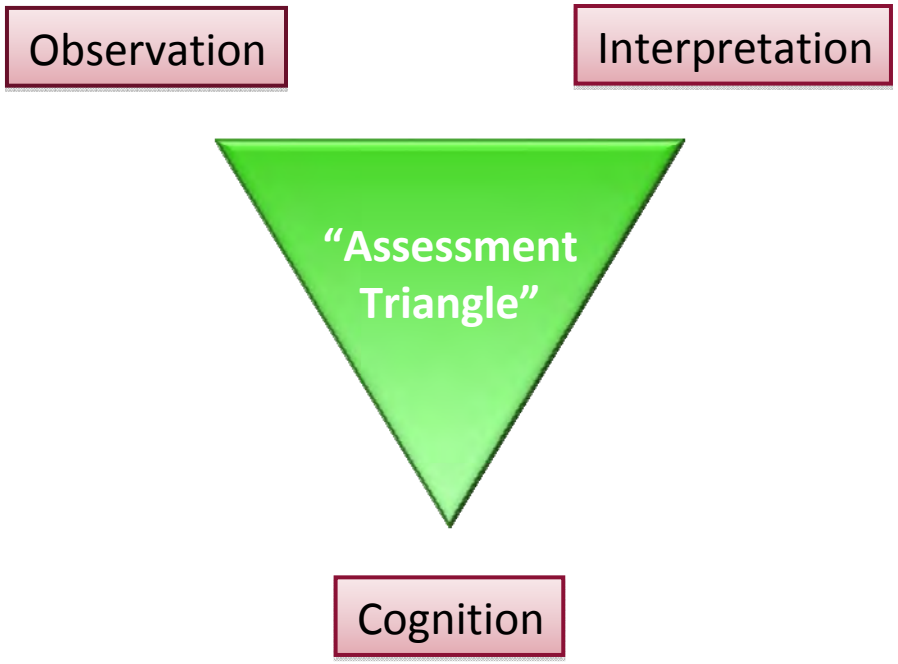
Technology Implications

- Readiness survey – March 20th
- CCSS expectations
- Technology plan
  - Vision
  - Define the Learning you want for your students
  - Strategy – One to One, 24/7

Significant Shifts

- Performance Tasks
  - Close Reading
  - Informational Text
  - Analytical writing
  - Mathematical Practices
- Technology Enhanced Questions
- Expanded Accommodations

Evidence-Based Design Framework



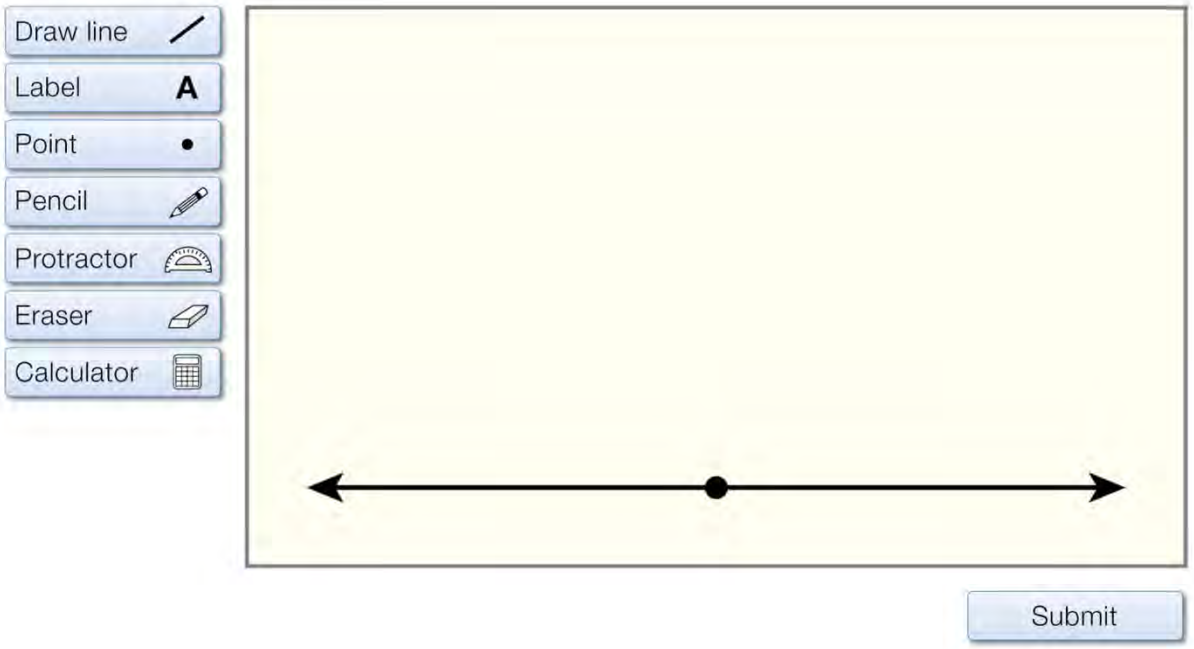
A "Snapshot" of the Cognitive Rigor Matrix (Hess, Carlock, Jones, & Walkup, 2009)

Depth of Thinking (Webb) + Type of Thinking (Revised Bloom, 2001)	DOK Level 1 Recall & Reproduction	DOK Level 2 Basic Skills & Concepts	DOK Level 3 Strategic Thinking & Reasoning	DOK Level 4 Extended Thinking
Remember	- Recall, locate basic facts, definitions, details, events			
Understand	- Select appropriate words for use when intended meaning is clearly evident	- Specify, explain relationships - summarize – identify central ideas	- Explain, generalize, or connect ideas using supporting evidence (quote, text evidence, example…)	- Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	- Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	– Use context to identify word meanings - Obtain and interpret information using text features	- Use concepts to solve non-routine problems	- Devise an approach among many alternatives to research a novel problem
Analyze	- Identify the kind of information contained in a graphic, table, visual, etc.	– Compare literary elements, facts, terms, events – Analyze format, organization, & text structures	- Analyze or interpret author's craft (e.g., literary devices, viewpoint, or potential bias) to critique a text	– Analyze multiple sources or texts - Analyze complex/ abstract themes
Evaluate			– Cite evidence and develop a logical argument for conjectures based on one text or problem	- Evaluate relevancy, accuracy, & completeness of information across texts/ sources
Create	- Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	-Generate conjectures or hypotheses based on observations or prior knowledge and experience	-Develop a complex model for a given situation -Develop an alternative solution	-Synthesize information across multiple sources or texts -Articulate a new voice, alternate theme, new knowledge or

Item Exemplars:

Technology Enhanced and *Constructed Response*

A straight angle is shown below.



Change the measure of the angle to 35°. Click on the arm of the angle you would like to select. Then click where you would like to place the arm of the angle.

Use the protractor in the toolbar to confirm your measurement.

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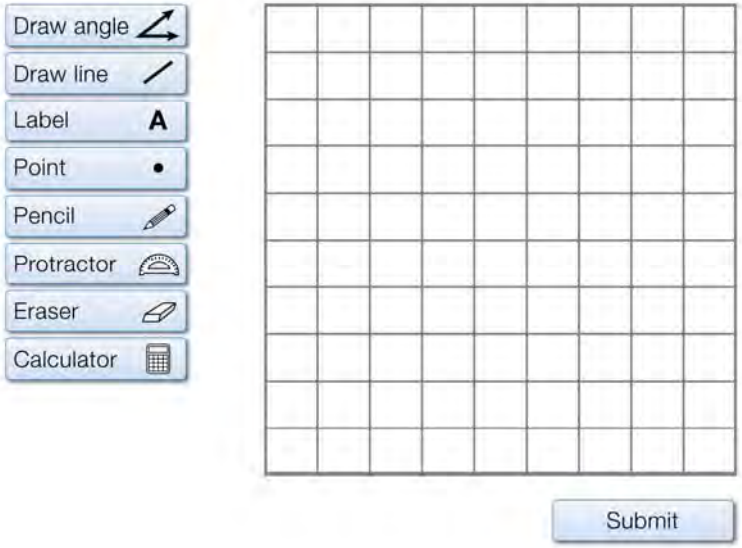
Item Exemplars:

Technology Enhanced and *Constructed Response*

The Hardwood Furniture Company manufactures small tables and chairs. It costs $30 to make each table and $20 to make each chair. The amount available to produce all the tables and chairs in one week is $1,200. Let t represent the number of tables produced and c represent the number of chairs produced.

a. The equation for the cost of making furniture for one week is $30t + 20c = 1{,}200$. On the grid below, construct a graph of this equation (with correct labels and scales).

b. The Hardwood Furniture Company always produces two chairs with each table. Write an equation that represents the number of chairs (c) in terms of the number of tables (t). Graph and label this equation on the same grid used for **part a**.



(*continued*)

Smarter Balanced Assessment Consortium

Item Exemplars:

Technology Enhanced and *Constructed Response*

c. Determine the number of tables and chairs the Hardwood Furniture Company can produce per week based on the production costs and the amount of money available (i.e., $1,200). Round the answer appropriately.

d. Explain how the answer to **part c** is indicated on the graph.

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Item Exemplars:
Performance Task

Gas Bills, Heating Degree Days, and Energy Efficiency

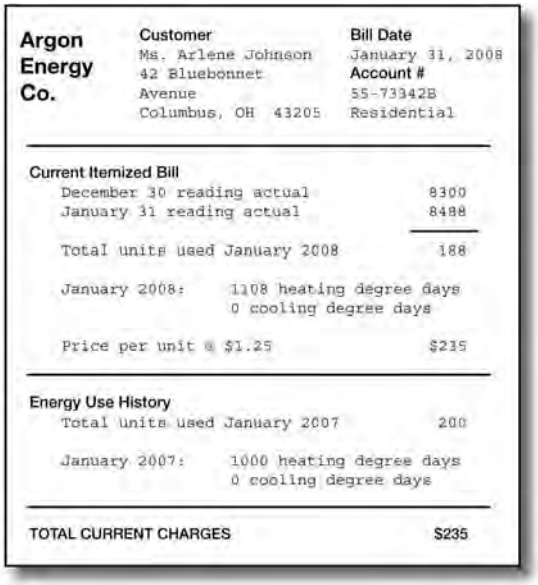
Here is a typical story about an Ohio family concerned with saving money and energy by better insulating their house.

Kevin and Shana Johnson's mother was surprised by some very high gas heating bills during the winter months of 2007. To improve the energy efficiency of her house, Ms. Johnson found a contractor who installed new insulation and sealed some of her windows. He charged her $600 for this work and told her he was pretty sure that her gas bills would go down by "at least 10 percent each year." Since she had spent nearly $1,500 to keep her house warm the previous winter, she expected her investment would conserve enough energy to save at least $150 each winter (10% of $1,500) on her gas bills.

Ms. Johnson's gas bill in January 2007 was $240. When she got the bill for January 2008, she was stunned that the new bill was $235. If the new insulation was going to save only $5 each month, it was going to take a very long time to earn back the $600 she had spent. So she called the insulation contractor to see if he had an explanation for what might have gone wrong. The contractor pointed out that the month of January had been very cold this year and that the rates had gone up from last year. He said her bill was probably at least 10% less than it would have been without the new insulation and window sealing.

Ms. Johnson compared her January bill from 2008 to her January bill from 2007. She found out that she had used 200 units of heat in January of 2007 and was charged $1.20 per unit (total = $240). In 2008, she had used 188 units of heat but was charged $1.25 per unit (total = $235) because gas prices were higher in 2008. She found out the average temperature in Ohio in January 2007 had been 32.9 degrees, and in January of 2008, the average temperature was more than 4 degrees colder, 28.7 degrees. Ms. Johnson realized she was doing well to have used less energy (188 units versus 200 units), especially in a month when it had been colder than the previous year.

Since she used gas for heating only, Ms. Johnson wanted a better estimate of the savings due to the additional insulation and window sealing. She asked Kevin and Shana to look into whether the "heating degree days" listed on the bill might provide some insight.



Argon Energy Co.

Customer	Bill Date
Ms. Arlene Johnson	January 31, 2008
42 Bluebonnet	Account #
Avenue	55-73342B
Columbus, OH 43205	Residential

Current Itemized Bill

December 30 reading actual	8300
January 31 reading actual	8488
Total units used January 2008	188
January 2008: 1108 heating degree days, 0 cooling degree days	
Price per unit @ $1.25	$235

Energy Use History

Total units used January 2007	200
January 2007: 1000 heating degree days, 0 cooling degree days	

TOTAL CURRENT CHARGES $235

(*continued*)

Performance Task drawn from the Ohio Performance Assessment Project.

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Item Exemplars:
Performance Task (cont'd)

a. Assess the cost-effectiveness of Ms. Johnson's new insulation and window sealing. You will need to research "heating degree days" on the internet. In your response, you must do the following:

- Compare Ms. Johnson's gas bills from January 2007 and January 2008.
- Explain Ms. Johnson's savings after the insulation and sealing.
- Identify circumstances under which Ms. Johnson's January 2008 gas bill would have been at least 10% less than her January 2007 bill.
- Decide if the insulation and sealing work on Ms. Johnson's house was cost-effective and provide evidence for this decision.

(*continued*)

Performance Task drawn from the Ohio Performance Assessment Project.

Smarter Balanced Assessment Consortium

Item Exemplars:
Performance Task (cont'd)

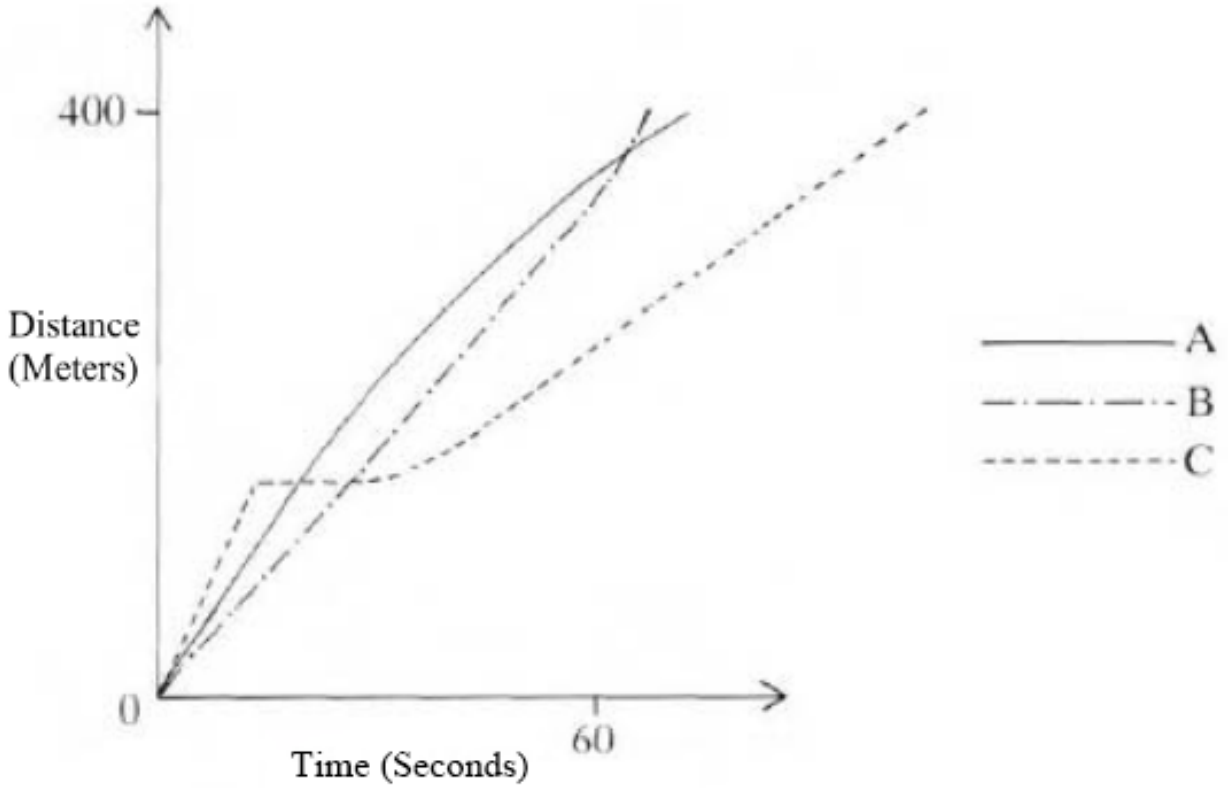
b. Create a short pamphlet for gas company customers to guide them in making decisions about increasing the energy efficiency of their homes. The pamphlet must do the following:

- List the quantities that customers need to consider in assessing the cost-effectiveness of energy efficiency measures.
- Generalize the method of comparison used for Ms. Johnson's gas bills with a set of formulas, and provide an explanation of the formulas.
- Explain to gas customers how to weigh the cost of energy efficiency measures with savings on their gas bills.

When you have completed your pamphlet, upload it using the button below.

Performance Task drawn from the Ohio Performance Assessment Project.

Smarter Balanced Assessment Consortium



The graph sketched above describes what happens when 3 athletes A, B, and C enter a 400 meter hurdle race.

Imagine that you are the race commentator. Describe what is happening as carefully as you can. You do not need to measure anything accurately.

- Interpreting distance-time graphs in a real-world context
- Realizing “to the left” is faster
- Understanding points of intersection in that context (they’re tied at the moment)
- Interpreting the horizontal line segment
- Putting all this together in an explanation

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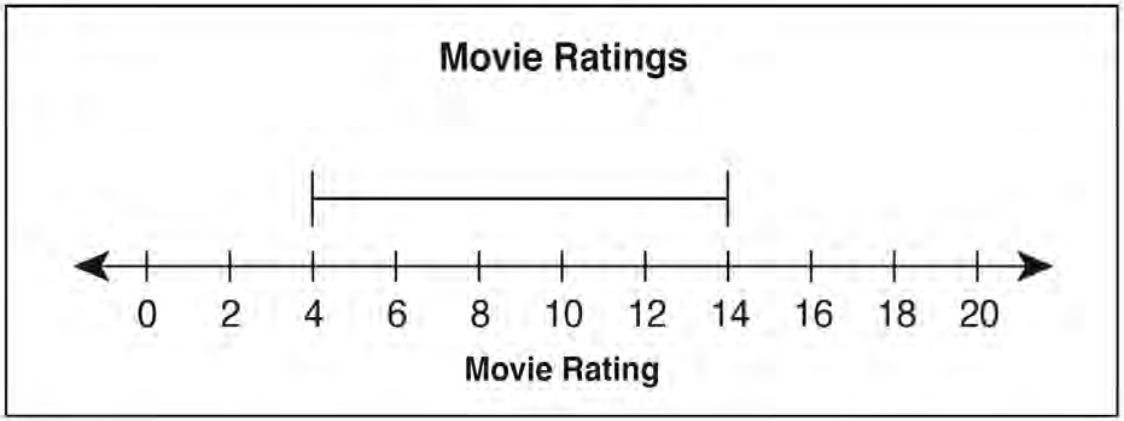
Fifteen students watched a movie and rated the movie on a scale of 1 (very bad movie) to 20 (very good movie). Their ratings are shown in the table.

a. Using the data in the table, complete the box-and-whisker plot by adding the upper quartile, the lower quartile, and the median. A box will be formed with the three points indicated. You will be able to adjust the box once created if needed.

Click on the line to add the upper quartile, lower quartile, and median.



Submit

Movie Ratings

Student	Movie Rating
Andy	14
Bee	8
Cory	5
Doug	8
Jamal	5
Jasper	11
Jenn	12
Katie	13
Martin	9
Pat	11
Rose	13
Sam	4
Sofie	7
Thomas	12
Young	9

(*continued*)

b. The teacher gave the movie a rating of 8. The teacher's rating was added to the ratings of the 15 students. Explain how the addition of the teacher's rating will affect the:

- minimum
- maximum
- upper quartile
- lower quartile
- median

Enter response here

Submit

Americans Dreaming

We are shaped by the stories we are told and that we tell. One of the most powerful and longstanding stories in the United States of America is one about how, with determination, grit, and maybe a bit of luck, a person can become anything he or she wants to be. This is the legend of the American dream. This idea—and the criticisms of it—is a mainstay of American writing and media. Writers, filmmakers, reporters, and others have long been fascinated by the dream of a land where everything is possible. Evidence of this fascination can be found in the countless stories Americans have produced—whether in private, in print, or in public media. Our lives are wallpapered with the accounts of American dreams—in the making, remembered and romanticized, or broken.

There are two major parts in this performance assessment. In the first part, you will be asked to complete a task in which you synthesize the various perspectives on the American dream you have encountered in high school and elsewhere. Your analyses of these texts and the work you do to select, arrange, and understand the different perspectives each offers are important work in and of themselves, but they also prepare the way for the inclusion of an additional voice—your own. In the second part of the assessment, you will have the chance to offer your own perspective on the American dream by crafting a text of your own about an American dreamer you know.

The parts of this performance assessment are sequenced in a certain order. Be sure to complete them in order because the work you do in the first parts will help you with the later portions of the assessment. The chart on the next page shows what you will be expected to do and submit at the end of this assessment. The specific prompts for each of the tasks are found in the pages that follow.

(*continued*)

Task Overview

Task	What You Will Do	What to Submit
Part 1	Select 3–5 texts that you will focus on for your anthology: "Perspectives on the American Dream." Make notes on each text.	• one page of notes on each selected text saved electronically
Part 2	Synthesize the various perspectives on the American dream represented in your selection of texts.	• 1,000 word typed essay saved electronically
Part 3	Conduct research on an individual to create an original profile of an American dreamer. You may choose someone you know personally or someone that you can learn about through research.	• 750–1,000 word typed essay saved electronically
Part 4	Write a reflective essay on what you learned from completing the performance assessment.	• 250–500 word typed commentary

Note: Word count limits are guidelines and not strict requirements.

(*continued*)

I. Perspectives on the American Dream

At this point in your career as a reader and writer, you already know a lot about what other people say for and against the American dream. In this task you will have an opportunity to take stock of and reflect on that learning—to gather texts you've read previously that grapple with the theme and to notice the arguments different authors make about whether the American dream is a driving force or an illusion.

Your teacher will lead a whole class brainstorm to list several texts you have read in high school English or that you have encountered elsewhere that touch on the idea of the American dream. These texts may be fiction or nonfiction, print or other media such as film. The aim is to gather a group of texts, each of which makes an argument about the American dream (i.e., where people's lives are shaped by their belief in, pursuit of, or disappointment in searching for that dream).

Part 1. Select three to five texts dealing with the American dream for the following task. The selected texts must represent at least two different perspectives and must include at least two different types of text (e.g., print text, visual media, audio media, multi-media, digital media). **At least two texts must be print (written) texts** (or a form of text with written versions of the text, for example, a transcript, script, or lyrics).

(*continued*)

For EACH of the texts you chose, make notes in response to the following questions:

- What message or perspective about the American dream is conveyed in the text?
- What methods are used to convey this perspective? How effective are these methods in persuading/appealing to the audience?
- What are the conditions in the world (historical/cultural) in which this text was produced? How does this knowledge help you understand the text? (You may need to do some research to obtain this information.)
- How credible (believable) is this perspective on the American dream?

In your notes, please refer to specific examples from the texts to support your observations. These notes will be submitted to your teacher to be scored as part of this performance event.

You should develop one page of notes per task that can be saved electronically.

You may work in small groups to study and discuss a common set of texts, but you must complete the written portions of the task individually.

(*continued*)

Possible texts may include (not required):

- *The Adventures of Huckleberry Finn* — Mark Twain
- *Sister Carrie* — Theodore Dreiser
- *The House of Mirth* — Edith Wharton
- *The Great Gatsby* — F. Scott Fitzgerald
- *Beloved* — Toni Morrison
- *How the Garcia Girls Lost their Accents* – Julia Alvarez
- *The House on Mango Street* — Sandra Cisneros
- *A Raisin in the Sun* play — Lorraine Hansberry
- "I Have a Dream" speech – Martin Luther King, Jr.
- "A Dream Deferred" poem – Langston Hughes
- "In America" film (2003) – Jim Sheridan
- "When the Levees Broke" film (2006) – Spike Lee
- "American Land" song – Bruce Springsteen
- Photography of Walker Evans, Dorothea Lange, James VanDerZee

(*continued*)

Part 2. Synthesizing: "Perspectives on the American Dream" Anthology Project

Imagine that you are editing an anthology for 11–12th graders entitled, "Perspectives on the American Dream." Your job is to prepare the introduction to this anthology. In your introduction, please do the following things:

a) Include the 3–5 texts that you selected in Part 1 of the task and decide how to arrange them in order.

b) Identify and analyze the varied perspectives on the American dream represented in the texts you selected, including the methods used by each text to convey a perspective.

c) Compare/contrast and draw connections across the messages about the American dream found in each text (or, perhaps in the case of poems and photographs, the *set* of texts).

d) Evaluate and draw conclusions about varied perspectives on the American dream represented in your anthology to convey your own perspective on these texts.

e) Propose a set of questions to focus readers as they consider the perspectives represented in these texts.

As editor of this anthology, you have the opportunity to put forth your own perspective on the American dream as well as to introduce the perspectives on the American dream represented within and across the texts you select. Your introduction should be clear, to the point, and engaging. This work should be typed and saved electronically.

II. Profiling an American Dreamer Task

In the first part of this performance assessment, you synthesized different perspectives on the idea of the American dream. During that work, you paid careful attention to the arguments others have made about the productivity or legitimacy of this idea and, in doing so, you "sampled" an ongoing conversation about the American dream idea, a discussion that has been going

(*continued*)

on for a long time. This task, Profiling an American Dreamer, is designed to give you a chance to become more than a careful observer of this conversation—it is intended to give you a chance to "deal in," to craft a profile of your own in which you too can weigh in on questions about "the productivity and legitimacy of the American dream." In this task, you will write a profile about a living American dreamer. You may choose someone you know personally or someone that you can learn about through research.

You may work in small groups to conduct your interviews or research on the person you will profile, but you must compose the profile individually. You may also collaborate with other students to revise and refine your writing (e.g., through writer's workshop).

Part 3. Profiling an American Dreamer

As a result of your work in Part 1, you are more aware of the perspectives people have on the idea of the American dream. In this assessment task, you will have the chance to provide an additional perspective on the idea of the American dream, as you compose a profile of an American dreamer you know.

Writing the Profile: Write a profile about a *living* American dreamer. In your profile, aim to represent or record some aspect of that person and his or her experience that communicates a perspective on the nature or legitimacy of the American dream. You should conduct a range of research activities as you work on this project. The results of this research—photographs, the results of interviews and observations, and/or secondary text work—could all be a part of your final product. If you use published sources, properly cite your sources and include a References page that indicates where to find texts that were retrieved from the Internet.

Essays like Dan Barry's "At an Age for Music and Dreams" (*New York Times*, April 15, 2009, accessed at http://www.nytimes.com/2009/04/15/us/15land.html) can give you ideas for how your project might eventually look. At the end of your work you should aim to have a 750–1,000 word typed profile that will be submitted electronically.

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